Ministry of
Education

2011/12
Annual Service Plan Report

For more information on how to contact the British Columbia Ministry of Education,
see Ministry Contact Information on Page 31 or contact:

Ministry of Education
PO BOX 9179
STN PROV GOVT
VICTORIA BC
V8W 9H1

or visit our website at
www.gov.bc.ca/bced

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Message from the Minister and Accountability Statement

I am pleased to present the *Ministry of Education 2011 2012 Annual Service Plan Report*, outlining achievements during the fiscal year ending March 31, 2012. This report reflects our progress over the past year, including the launch of BC's Education Plan, the expansion of StrongStart BC early learning programs, the full implementation of full day kindergarten, new funding to suppport students with special needs as well as our most vulnerable students and investments in Neighbourhood Learning Centres, school upgrades and new schools.

Recently, we launched BC's Education Plan. Inspired by the innovative change already taking place in classrooms across British Columbia, the Plan aims to provide students with a dynamic, rigorous and personalized education so they can pursue their interests and passions and continue to thrive as our world continues to change.

Changing our education system to make this possible requires innovation and ideas from everyone involved. We have started a major engagement exercise and already tens of thousands of suggestions have been posted on the BC's Education Plan website.

StrongStart BC early learning programs offer high quality play-based learning opportunities for young learners and their parents. Parents are a child's first and best teacher and we know that students whose parents are actively involved in their education have a much greater chance for success. With the addition of 10 new StrongStart programs this year, we now have 326 programs in 385 communities across British Columbia.

As Minister of Education, I am especially proud of the significant accomplishment of bringing full day kindergarten to all students in British Columbia. Through effective collaboration with our educational partners, we have succeeded in providing a highly effective, play-based kindergarten program that will have lasting benefits for all students as they progress through school. Many of our schools have also seen upgrades and improvements to their kindergarten classrooms in order to better accommodate and support students as they enter schools for the first time. With full day kindergarten, students will have a strong foundation for success throughout their school experience.

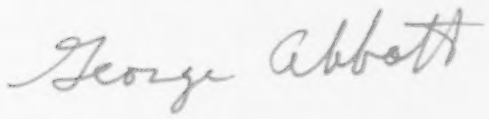
We have an excellent education system in British Columbia but one area where I think we can improve is supporting students with special needs and vulnerable students. That's why, this year, we implemented a new $195 million *Learning Improvement Fund* to assist teachers in meeting complex needs in their classrooms and a new Vulnerable Student Supplement to provide

additional resources for breakfast and lunch programs, community youth workers and other supports for our most vulnerable students.

Government continues to invest in facilities and technology across the province to provide students with modern learning environments. We want students to connect with the world outside their classrooms and we want schools to be at the centre of our communities. New Neighbourhood Learning Centres in many of our schools allow families to access a wide range of programs and activities such as daycare, fitness programs and theatre.

The *Ministry of Education 2011 12 Annual Service Plan Report* compares the actual results to the expected results identified in the Ministry's *Revised 2011 12 - 2013 14 Service Plan.* I am accountable for those results as reported.

I look forward to continuing to work together with all of our education partners to move forward with these important initiatives and provide all students with the best education possible.



Honourable George Abbott
Minister of Education

June 30, 2012

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Purpose of Ministry

A high quality education enables learners to realize their full potential and contribute to the well being of our society by developing the foundational skills of reading, writing, and math, as well as other essentials necessary in the 21st century, such as self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy.[1]

That is why the Government of British Columbia is enhancing its already world-class education system and engaging students in deeper learning that builds on their individual needs, interests, and passions.

The Ministry of Education is leading this transformation in all stages of the system, working closely with education stakeholders in early learning programs, the K–12 school system, and life-long literacy initiatives, including Neighbourhood Learning Centres and public libraries. This personalized approach includes students, parents, and teachers as partners in the learning experience.

Young learners and their families benefit from Ministry initiatives such as Ready, Set, Learn and StrongStart BC early learning programs, which help children develop the knowledge, skills and dispositions they need to succeed in school and life. Full day kindergarten for five-year-olds, which was fully implemented in September 2011, is another step towards building a strong foundation for lifelong learning, in a nurturing, play-based environment.

The K–12 system serves approximately 570,000 public school students, 72,000 independent school students, and 2,100 home-schooled children. More than 65,000 Aboriginal students are included in these numbers, as are more than 4,600 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education.

Recognizing that learning doesn't just take place in the classroom or end when students turn eighteen, the Ministry continues to support public libraries and Neighbourhood Learning Centres and the many services and resources they offer to community members of all ages. In addition, the Ministry supports adults interested in completing secondary school or upgrading their skills to be competitive in the 21st century.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K-12 education system and public libraries. It also monitors performance through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level.

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[1] Adapted from the Preamble of the *School Act*.

Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations. Under the new *Teachers Act*, a new system has been established to certify, regulate and discipline teachers through shared responsibility between the Ministry and the education sector. The new *Education Improvement Act* suspends teachers' strike action, establishes a "cooling off" period and appoints a mediator to work with the parties toward a negotiated agreement, and also implements a new Learning Improvement Fund to help school districts and teachers address complex classroom composition issues.

Strategic Context

Our education system needs to change to better meet the economic and workforce demands of the future:

Economic Outlook

British Columbia's real GDP increased by 2.9 per cent in 2011 (according to preliminary GDP by industry data from Statistics Canada), following growth of 3.0 per cent in 2010. Overall in 2011, most indicators of British Columbia's economic performance showed improvement compared to the previous year. Gains in the domestic economy were observed in employment and consumer spending, while external gains were made in exports and shipments of manufactured goods. However, several risks to British Columbia's economy remain, including the European sovereign debt crisis, ongoing weakness in the US economy, exchange rate volatility, and slower than anticipated Asian demand for B.C. products.

The Need for Education Transformation

- We live in a world of accelerating change: a time of thinking globally and acting quickly, when it is not what you know but how you use that knowledge that matters.
- B.C. already has one of the best education systems in the world, but not all students graduate and not all those who do graduate have the critical thought and collaboration skills it will take to thrive in the future.[2]
- Many of today's career opportunities did not even exist a decade ago. Students need to have the skills to adapt in a rapidly changing world.
- With an aging population and shrinking workforce, British Columbia will face skills shortages in its labour market, particularly in high-skill occupations and high-growth industries, putting added pressure on B.C. graduates.[3]
- Increased competition in the global economy makes improving the productivity of B.C.'s workforce a necessary and urgent priority.
- Other education systems are overtaking ours in their ability to prepare students with critical skills and knowledge.[4]

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[2] Statistics Canada. (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. (Catalogue no. 89-617-XIE). http://www.statcan.gc.ca/pub/89-617-x/89-617-x2005001-eng.pdf

[3] For more information on B.C.'s approach to strengthening the labour market, please visit the BC Jobs Plan website at www.bcjobsplan.ca.

[4] Programme for International Student Assessment (PISA) of 15-year-old's reading, math and science skills.

- Students are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time.
- Our education system was designed in an earlier century and cannot meet the challenges students are facing now, or those that they will face in the future.
- Government continues to build relationships with Asia-Pacific nations through transportation links, cultural exchanges, and educational partnerships.
- Government is implementing B.C.'s newly released International Education Strategy which identifies goals and actions in three areas: a globally-oriented education system; quality learning and life experiences for students; and maximizing benefits for B.C. communities, families and businesses.
- B.C.'s unemployment rate of around 7.0 per cent is below the national average of 7.2 per cent, but well above levels seen prior to the 2008-09 global recession. A good education, economic growth and job creation are critical to the economic well-being of B.C. families and communities.[5]

Five Key Elements to Support Transformation:

- Personalized Learning: creating student-centered learning that's focused on the needs, strengths and aspirations of each individual student, or group of students sharing a common culture, history or language, and giving teachers and schools the flexibility to make sure all students are well served by their educational program.

- Quality Teaching and Learning: building better support for teachers as they continue to adjust their roles to match what students need. With strong professional standards and increased flexibility, teachers will design personalized education that opens the door to educational success for British Columbia's young people. By also recognizing parents as informal teachers and engaging parents more proactively in their child's learning, students will be better supported both at school and at home.

[5] http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/lfss01c-eng.htm.

- Flexibility and Choice: increasing choice for students and families with respect to how, when and where learning takes place. Boards of education will also have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning.
- High Standards: ensuring the education system provides strong core skills, abilities and knowledge for all students by improving accountability, effective measurement of progress and the quick identification of student challenges.
- Learning Empowered by Technology: encouraging smart use of technology in schools, giving students and teachers the tools they need to help improve student success, as well as better preparing students to thrive in an increasingly digital world.

The Plan to Realize Savings for Reinvestment into Public Education

The K-12 public school sector annually spends approximately $840 million on district administration, operations and maintenance, and transportation services. In managing these costs, the sector is working toward shared service approaches to enable more effective use of funds to support student learning.

With shared arrangements, there is an opportunity for the 17 school districts in the lower mainland to more efficiently deliver $400 million of "outside the classroom" services. Potential savings could range from 3 to 8 percent.

Province-wide progress is being made with:

- *Joint tendering and purchasing of transportation services across regions and provincially;*
- *Reduced rates charged for voice services under the Provincially negotiated TELUS agreement; and*
- *Centralized WorkSafeBC claims management.*

BC's Education Plan

- BC's Education Plan provides the vision for how the Ministry and its partners will transform the education system and improve students' ability to find success in school and life. The plan is built on a few key ideas:
    - Children are born learners;
    - Teachers are passionate about teaching;
    - Every student has his or her own unique learning style, as well as individual motivations and interests. Education which brings out the best in each student must take into account diverse learning; and
    - An effective education system collaborates and communicates well between its partners, whether students, families, teachers, schools, districts, Government, or the public.

BC Jobs Plan

The Ministry is supporting the *BC Jobs Plan* by engaging collaboratively with other ministries, including the ministries of Jobs, Tourism and Innovation and Advanced Education on initiatives in key areas of focus, including international education, Aboriginal education, trades training and career preparation and Regional Workforce Tables.

Realizing that B.C. will need to harness outside capacity to fill the jobs of tomorrow, the Ministry plans to increase the international student presence in the Kindergarten to Grade 12 system by 50 per cent by 2015/16. Currently, there are 12,000 international students enroled in B.C. schools. These students bring a global perspective, enriching schools and communities. The target is to increase the number of international students by 6,000, for a total enrolment of 18,000. Ideally, these students will transition into B.C. post-secondary institutions upon graduation from the K-12 system and then help fill the demand for jobs.

The *BC Jobs Plan* recognizes the need to improve First Nations educational outcomes as part of the strategy to prepare for the opportunities of tomorrow. Comprehensive data collection ensures that students who may be at risk are quickly identified and informs timely, appropriate intervention strategies. As of March 2012, 53 of 60 school districts had Aboriginal Education Enhancement Agreements in place. These Agreements are partnerships between the Ministry, school district and local Aboriginal communities to work together to improve the success of all Aboriginal students.

As part of personalized learning, the Ministry will support multiple pathways, including trades and technology options, to increase enrolment in career programs and reduce overall time to obtain trades certification. Implementation will require collaborative work with partner agencies and other ministries, including the ministries of Advanced Education and Jobs, Tourism and Innovation.

The Ministry will also coordinate with its partners in the field to ensure school district participation at Regional Workforce Tables where educators, industry, employers, local chambers of commerce, First Nations, labour and others will plan training program alignment to meet regional needs.

Families and Education

The Ministry has made significant progress with measures to support B.C. families in relation to education. Early learning initiatives continue to be a focus with the completed implementation of full day kindergarten in September 2011 and the ongoing expansion of StrongStart BC. StrongStart BC early learning programs provide early learning services for young children and their parents or caregivers at school facilities.

The Ministry is planning to re-shape education for students with special needs. With the input of key stakeholders, the Ministry is considering a range of new initiatives, including the "early intervention" practices model, a window at the beginning of schooling when students with special needs may enrol for a period of time to focus on preparing for a successful entry into school, and the Learning Improvement Fund, which will assist teachers in meeting complex

needs in their classrooms. The Fund may be used, for example, to hire additional teachers and education assistants, provide additional teaching time and support professional development and training.

In collaboration with the Ministry of Health, the Ministry is consolidating existing school-based healthy living programs and resources into one integrated, coordinated and consistently implemented province-wide initiative – Healthy Families BC Schools.

At the provincial level, the newly announced province-wide 10-point anti-bullying strategy, ERASE, will help ensure every child feels safe, accepted and respected, regardless of their gender, race, culture, religion, or sexual orientation.

Through the Neighbourhood Learning Centres approach, the Ministry is working to co-locate services and community resources to make services more accessible to families.

The Ministry has aligned its *2012 13-2014 15 Service Plan* with BC's Education Plan and also with several key strategic shifts of Government: the *BC Jobs Plan*; the Citizens @ the Centre: BC Government 2.0 strategy; and Government's priorities of Open Data and Open Information. The implementation of BC's Education Plan will be accomplished within the Ministry's existing budget.

Report on Performance

This annual service plan report provides data and discusses the results related to the measures in the *Ministry of Education 2011/12 – 2013/14 Service Plan*. Through this report, the Ministry models accountability and communicates both successes and lessons learned. However, the Province's fiscal year does not parallel the school year; therefore, some data is unavailable at this time. That information will be made public at a later date or as it becomes available.

Performance Results Summary Table

Goal 1: High-Quality Early Learning For greater detail see pages 14 to 16	**2011/12 Target**	**2011/12 Actual**
1.1 Increase the number of children ready for success in kindergarten		
The percentage of children who enter kindergarten developmentally ready to learn	73%	Data Available Fall 2013
Goal 2: Responsive K-12 Education For greater detail see pages 16 to 24	**2011/12 Target**	**2011/12 Actual**
2.1 Build a school system with personalized learning approaches and flexible choices		
2.2 Support individual learners as they pursue their interests and reach for their goals		
2.3 Identify and better serve students who need extra help		
Percentage of students in Grade 4 who meet reading expectations	74%	70% NOT ACHIEVED
Percentage of students in Grade 7 who meet reading expectations	72%	64% NOT ACHIEVED
Percentage of students who pass a Grade 10 language arts provincial exam	95%	Data Available Fall 2012
Percentage of students who pass a Grade 12 language arts provincial exam	93%	Data Available Fall 2012
2.4 Use Achievement Statistics to Improve Education Delivery		
Percentage of students who complete school within six years of first starting Grade 8	82%	Data Available December 2012
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	55%	Data Available December 2012
Percentage of students who enrol in post-secondary study or skills training within two years of completing school	68%	Data Available 2015
Goal 3: Life-Long Learning and Literacy For greater detail see pages 25 to 28	**2011/12 Target**	**2011/12 Actual**
3.1 Guarantee adult learners the basic skills for success		
3.2 Increase the focus on reading in communities		

Goals, Objectives, Strategies and Performance Results

With the Province and its partners giving the very young the best possible start in school and life, responding to the individual needs of those students throughout school, and supporting adults who need or want to learn more, all British Columbians will have the opportunity to develop essential skills for success in the 21st century. Our citizens can then pursue their dreams, strengthen their communities, and contribute to a better, more prosperous British Columbia.

The Ministry of Education, together with its partners, has three main goals:

- **ensuring B.C.'s young children benefit from high-quality early learning experiences;**
- **extending the success of B.C.'s K–12 system by responding to the unique needs of every student; and**
- **helping all learners improve their lives through life-long learning and literacy opportunities.**

Goal 1: High-quality early learning

High-quality early learning programs are important to ensure young children are given the best start possible. The Ministry and its partners are working to build a variety of learning options that suit the unique needs of families.

Objective 1.1: Increase the number of children ready for success in kindergarten

Rich, play-based, early learning experiences benefit children, academically and socially, in school and life.

Strategies

- Completed the implementation of full day kindergarten for five-year-olds in September 2011.[6]
- Work with education partners, including Aboriginal partners, to determine how best to carry out early childhood assessment.
- Reach most areas of the province with StrongStart BC[7] early learning centres and outreach programs.

[6] For more information about full day kindergarten, please visit www.bced.gov.bc.ca/early_learning/fdk/

[7] For more information about StrongStart BC, please visit www.bced.gov.bc.ca/early_learning/strongstart_bc/

Performance Results

Performance Measure	2008/09 Actual	2009/10 to 2010/11 Actual	2011/12 to 2012/13 Target	2011/12 to 2012/13 Actual
The percentage of children who enter kindergarten developmentally ready to learn	71.4%	69%	73%	Data Available Fall 2013

Data Source: The Human Early Learning Partnership (University of British Columbia, funded by the ministries of Children and Family Development, Education, and Health). For more information see www.earlylearning.ubc.ca/

Discussion of Results

The tool chosen to gauge children's readiness for school is the Early Development Instrument, administered by the Human Early Learning Partnership at the University of British Columbia. Kindergarten teachers in B.C. began to collect data using the Early Development Instrument in 1999/00, and, since March 2004, all 60 school districts submit data using this tool.

The Early Development Instrument assembles data in five key areas of children's development: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. This information is then examined to teach us more about how different groups of children are developing and understand why different groups develop differently.

Prior to 2008/09, data was collected in waves over three-year intervals by the Human Early Learning Partnership. In 2008/09, data was collected for the whole province. Starting with 2009/10, data for the whole province is being collected over a two-year period.

Ministry Response

The Ministry has made major investments in B.C.'s education system to benefit early learners. The most prominent examples, StrongStart BC early learning programs for children birth to age 5 and full day kindergarten for five-year-olds, will support learning and development among children and lead to increased student achievement.

StrongStart BC early learning programs and full day kindergarten highlights during the 2011/12 fiscal year included:

- additional StrongStart BC early learning programs, bringing the total to 326, up from 316 in 2010/11;
- Full day kindergarten for more than 30,000 children across British Columbia;
- two early learning webcasts on the topics of self-regulation and project-based learning for educators and StrongStart BC facilitators;
- a full day kindergarten video series for educators to support quality programs; and
- $145M in capital funding for approximately 700 new and converted kindergarten classrooms to meet the demand for new spaces across the province for September 2011.

Lastly, to determine how best to carry out early childhood assessment, the Ministry held conference calls with all 60 school districts, to identify current early assessment practices and share what is working well. Ministry and district staff discussed ways to ensure that each Kindergarten child is assessed early in the school year, using developmentally appropriate tools and practices.

Goal 2: Responsive K–12 education

Choice, excellence, and accountability can inspire higher levels of student literacy and achievement. The Ministry is committed to ensuring that students have opportunities to follow their passions, and all of B.C.'s education partners, including government, boards of education, superintendents, principals, and teachers, must continually respond to the varying needs of students, especially those who might be struggling.

Objective 2.1: Build a school system with personalized learning approaches and flexible choices

Strategies

- Develop new forms of schooling to support the unique needs and interests of students.
- Revise and streamline curriculum to better accommodate the knowledge and skills needed to succeed in the 21st century, and to offer more personalized programming and instruction tailored to students' interests.
- Continue to support schools and districts in the creation of Neighbourhood Learning Centres to accommodate a wider range of programs and services for students, parents, families, and the community, both during and outside of school hours.
- Expand the integration of Aboriginal content and knowledge into B.C.'s curriculum.
- Assist the revitalization of indigenous languages in schools, through the Ministry's Second Language Template, in collaboration with teachers, school districts, and First Nations communities.
- Support school districts and Aboriginal communities to facilitate authentic and meaningful personalized learning for students, such as receiving credit towards graduation for contributing to the health of a community.
- Design and enable programs that support project-based learning leading to graduation, enabling all students to pursue their passions while contributing to their community.
- Support French immersion as a program of choice in the province.
- Provide, through the Distributed Learning Strategy, high-quality distributed learning choices, including online education, which can be combined with classroom instruction.
- Continue to support family choice through independent schools and home schooling options.

Ministry Response

Personalized Learning, Curriculum and Assessment

In October 2011, the Ministry published BC's Education Plan to initiate a system-wide transformation to better address the unique needs and interests of learners. Discussions with education partners were also begun in the interest of developing increased flexibility and choice in where, when, and how students learn.

At the same time, the Ministry has supported the concept of project-based learning leading to graduation by consulting with educational experts and partners toward developing a new curriculum and assessment framework that will emphasize big ideas from within disciplines and cross-curricular competencies, accommodating innovative learning experiences. Through the engagement portion of BC's Education Plan website, input was solicited from education partners and the citizens of B.C. on how BC's graduation program could be improved to enhance student success and to enable all students to pursue their passions. To read the feedback the Ministry has received, visit the visit the summary page for Question 18: Creating a New Graduation Program.

On a similar note, through consultation with a Curriculum and Assessment Framework Advisory group, a new curriculum prototype has been developed to reflect competencies and key concepts. Cross-curricular competency development and curriculum revision will follow in 2012/13.

Meanwhile, the LearnNow BC portal provides learners, teachers, and parents more online services, including, in 2011, 321,409 tutoring sessions in 23 subjects. The Ministry has gathered examples of blended learning (in school and online) from across the province to help provide insights for other schools. Electronic resources, lesson plans, and units of study created by many B.C. distributed learning schools have also been made available to the wider educational community.

Aboriginal Education

The Ministry has promoted a shift in the education system from Aboriginal education for Aboriginal students to Aboriginal education for everyone, which necessitates working with education partners to ensure teachers are prepared to respectfully address Aboriginal-Canadian relations and history. The Ministry has also continued to advocate for Aboriginal worldviews, knowledge, and history to inform any new curriculum and assessment framework.

To assist the revitalization of indigenous languages in shools, a number of school districts and communities have been supported in developing curriculum documents for their local First Nations language. Conversations with school district Aboriginal education contacts and community members were held to explore the challenges and opportunities for indigenous language curriculum development. The Ministry also participated in discussions at the First Nations Education Steering Committee (FNESC) Language Roundtable as well as those in the FNESC Language and Culture Curriculum team meetings.

Aboriginal community experts were invited to join conversations initiating a move toward an education system characterized by personalized learning. As a first step, school districts have been connected to spread innovative programs that support Aboriginal students, such as the Aboriginal Academy in school district 58 and the Ravens program in school district 71.

To bring added focus and expertise, an Aboriginal Superintendent of Achievement (SOA) has been appointed. This SOA will work with Aboriginal partners like FNESC, as well as with school districts and educational partners in B.C. to identify priorities that can best support improvements to Aboriginal achievement.

Objective 2.2: Support individual learners as they pursue their interests and reach for their goals

Strategies

- Offer learners at all levels an education program suited to their talents and interests.
- Allow learners the opportunity to explore career options tailored to their developmental level and interests.
- Provide opportunities for learners to explore occupation-specific training, such as the Work Experience 12 and apprenticeship courses.
- Continue to support the Distributed Learning Strategy, which provides online education opportunities.
- Ensure that all learners are prepared to enter the workforce or continue their education after graduation.
- Build comprehensive school health capacity in B.C. with the expansion of the Healthy Schools Network and implementation in B.C. schools of the Healthy Living Performance Standards.
- Reinforce the importance of healthy living through the Daily Physical Activity[8] requirements and the *Guidelines for Food and Beverages Sales in BC Schools*.[9]

Distributed Learning

In 2011/12, distributed learning enrolment is expected to exceed 80,000 students, up from 17,000 in 2005/06. Meanwhile, 36 per cent of students in grades 10–12 have participated in a distributed learning course, giving BC the highest rate in North America.

Over 43% of the students who graduated in 2011 took a distributed learning course as part of their school experience. Provincial exam results show that distributed learning students are achieving as well as students in bricks-and-mortar schools.

The Ministry has continued to work with district and school officials to enhance the quality of instruction at BC's 55 public and 18 independent distributed learning schools.

[8] For more information about the Daily Physical Activity Strategy, please visit www.bced.gov.bc.ca/dpa/

[9] For more information about how the Ministry promotes healthy schools, please visit www.bced.gov.bc.ca/health/

Ministry Response

Workforce Preparation

The Ministry has continued to support school and district initiatives, such as dual credit programs, that prepare students for a successful transition to life after K–12, while tracking student enrolments in post-secondary training, including trades, after graduation.

The Ministry has also embarked on a new journey, in partnership with parents, educators, and other stakeholders, to create an education system focused on every learner's individual aptitudes and skills, which should ensure that all learners are prepared for life after graduation.

Objective 2.3: Identify and better serve students who need extra help

Success in school is one of the cornerstones of a better life and a B.C. graduation certificate is proof of the skills and knowledge needed to compete with the best in the world. But it is clear that almost one in five students don't succeed, either by not graduating or graduating without critical skills. All of B.C.'s education partners have to do a better job of finding students who are struggling, identifying their challenges, and intervening earlier.

Strategies

- Ensure that every student with special needs is entitled to an individualized education plan has a current, fully implemented plan, developed in consultation with his or her parents.
- Expect all school districts and schools to address the needs of under-performing students in achievement contracts and annual school plans.
- Increase the effectiveness of interventions designed to help under-performing students through the work of the Ministry's superintendents of achievement and district superintendents.
- Provide targeted supplemental funding for instruction tailored to Aboriginal students, including bringing Aboriginal content into the classroom.
- Provide funding to support immigrant or refugee students learning English or French as an additional language.

Ministry Response

In addition to the following actions, please refer to the Strategic Context section on page 11 of this report for more information on actions taken in response to strategies relating to Aboriginal, Special and international education.

Special Education

With the input of key stakeholders, the Ministry is considering a range of new initiatives for students with special needs. One example is the "early intervention" practices model, a window at the beginning of schooling when students with special needs may enrol for a period of time to focus on preparing for a successful entry into school.

The new *Education Improvement Act* implements the Learning Improvement Fund, which will assist teachers in meeting complex needs in their classrooms. The Fund may be used, for example, to hire additional teachers and education assistants, provide additional teaching time and support professional development and training.

Lastly, the Ministry reviewed Special Education Services and created a Manual of Policies and Procedures, which explains the circumstances in which individual education plans are required and notes that parents must be given an opportunity to consult on their child's plan. Annual student reporting checklists were prepared for each category of special need to remind boards of the need to provide documentation, including evidence that parents were given the opportunity to consult on their child's individual education plan.

Funding

In 2011/12, the Ministry invested $63 million—$1,160 per student who self-identified Aboriginal ancestry—into Aboriginal education. To ensure clarity, notes were added in the policy and corresponding instructions, all highlighting that the targeted funds are to support Aboriginal language and culture programs, Aboriginal support service programs, and other locally developed Aboriginal education programs.

The Ministry provided funding for students taking English Language Learning or Francisation – Langue seconde for up to five years. Meanwhile, in collaboration with Ministry of Jobs, Tourism and Innovation programs, approximately $9 million in funding was provided to support immigrant and refugee students in 2011/12.

Performance Results

Performance Measure[1]	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of students in Grade 4 who meet reading expectations	67%	69%	74%	70% NOT ACHIEVED
Percentage of students in Grade 7 who meet reading expectations	65%	66%	72%	64% NOT ACHIEVED

Data Source: Foundation Skills Assessment data, Ministry of Education.

[1] The total numbers of eligible students is reflected in the performance results, including those who did not take the assessment.

Discussion of Results

The Foundation Skills Assessment (FSA) is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade level expectations in three key areas of student learning: reading, writing, and numeracy. The FSA is administered to

all students at those grade levels and focuses on the skills that form the foundation for other learning. Approximately 90,000 students are expected to write the FSA each year. Overall participation rates have remained at about the same level (84 per cent) since 2009. Standards set by the Ministry are based on the recommendations of B.C. teachers.

Ministry Response

The FSA was chosen as a measure because it can provide information on students' performance over time in key areas of learning. This measure provides all education partners with information to evaluate how well students are learning basic skills and the opportunity to plan more effectively to improve student achievement.

As we work toward educational transformation in B.C., provincial assessments will be revised to reflect new directions and will include measures of cross-curricular competencies. The Province remains committed to high standards, and foundational skills will continue to play an important part of any future assessment system.

Performance Results

Performance Measure	2009/10 Actual[3]	2010/11 Actual[4]	2011/12 Target	2011/12 Actual
Percentage of students who pass a Grade 10 language arts provincial exam[1]	93.4%	92%	94%	Data Available Fall 2012
Percentage of Grade 12 students who pass a Grade 12 language arts provincial exam[2]	91.4%	93%	92%	Data Available Fall 2012

Data Source: Ministry of Education.

[1] This figure represents the number of students who were present in September, completed the English 10 or Français langue première 10 course and took the provincial exam. It does not include students who started or dropped the course during the year, students who moved out of the province or students who left the school system.

[2] This figure represents the number of students who were present in September, completed the English 12, Communications 12, English First Peoples, or Français langue première 12 course and took the provincial exam. It does not include students who started or dropped the course during the year, students who moved out of the province or students who left the school system.

[3] Figures have been restated to include recent minor updates to student records.

[4] Updated January 2012.

Discussion of Results

The Grade 10 language arts exams require students to read and comprehend text, think critically about literature, and write clearly. These exams offer another opportunity to identify and better serve students struggling in school.

The Grade 12 language arts exams provide a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and Grade 12 exams also serve the Ministry and education system as useful performance indicators.

Ministry Response

Students in British Columbia are achieving high results on the Grades 10 and 12 language arts provincial exams, with targets met or nearly met. Language arts examinations are key performance measures and the targets have been established to highlight their importance as a fundamental component for success.

The implementation of courses in English 10, 11 and 12 First Peoples has provided greater curricular relevance and opportunities for learners as they work towards success in meeting their language arts requirements. Similarly, a move to personalized learning will offer students and educators greater choice, flexibility, and increasingly relevant approaches to teaching and learning. These initiatives are part of long-term and ongoing measures to improve student performance in language arts and communication skills.

Objective 2.4: Use achievement statistics to improve education delivery

Even after students leave the K–12 education system, data regarding their achievement outcomes and experiences should be analyzed for the benefit of future students.

Strategies

- Assist school districts in making better use of information and evidence arising from provincial and district achievement data to better serve all students, with additional attention on Aboriginal students, students with special needs, and students in care.
- Support the development of networks among school districts, schools, and teachers to build capacity in teaching and share promising practices throughout the province.
- Work with individual districts to develop strategies for improving student learning outcomes.

Ministry Response

Data collected by the Ministry is now publicly available, through Phase 1 of Open Data Education, in an open, standardized and usable format. Phase 2 will focus not only on making the data available, but making the data accessible and understandable to a broad public audience. Publishing relevant data online will increase transparency of government processes and performance.

The Ministry is working with school districts to understand and use the data to effect change in improving student learning. This includes exploring how school district data can also be made public.

In support of Aboriginal education, the Ministry provided Aboriginal student performance results and local context to Superintendents of Achievement set to visit select school districts and sent Aboriginal education team members to most school districts to review their student data and provide additional analysis. The link between program delivery and student performance results was highlighted in feedback on Aboriginal Education Enhancement Agreement Annual Reports.

Finally, to better position the Ministry to provide supports and services for children in care, the Ministry entered into an information sharing agreement with the Ministry of Children and Family Development.

Performance Results

Performance Measure	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of students who complete school within six years of first starting Grade 8	79.7%	81%	82%	Data Available Fall 2012
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	50.4%	54%	55%	Data Available Fall 2012

Data Source: Completion rates are based on data collected by the Ministry of Education.

Discussion of Results

Completion rates are determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.[10]

Young adults have a greater chance of making a successful transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.

Results continue to show that B.C.'s world-class education system is meeting the needs of most students but new strategies are needed if students are to surpass the existing plateaus in achievement.

Ministry Response

While B.C. currently enjoys a reputation as one of the top jurisdictions internationally in education, to maintain that position well into the future, the Province must embrace change. A personalized learning model has the flexibility to build on the strengths, interests, and passions of individual students.

The provincial Superintendents of Achievement (SOA) discuss student achievement reports with each district superintendent and executive team to identify individual students who may be vulnerable. School districts then manage interventions to assist these students. SOAs also canvass school districts for strategies that are improving student achievement. These strategies are shared with other districts that have similar challenges. The Ministry has recently appointed

[10] The calculation of completion rates requires an estimate of migration from British Columbia. This estimate cannot be generated at the school level; therefore, completion rates are available only at the provincial and district levels.

two new SOAs. One will focus on working with school districts, Aboriginal and educational partners in B.C. to identify priorities that can best support improvements to Aboriginal achievement. The other will focus on improving reading outcomes for all students.

The Ministry is also continuing to work with Aboriginal communities and school districts to make tangible plans to engage Aboriginal students. There are now 51 Aboriginal education enhancement agreements to improve the success and educational experience of Aboriginal students in British Columbia. At the same time, the Ministry has introduced English First Peoples 10 and 11, in addition to providing English 12 First Peoples.

Performance Results

Performance Measure	2008/09 Actual[1]	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of students who enrol in post-secondary study or skills training within two years of completing school[2]	Data Available 2012	Data Available 2013	Data Available 2014	68%	Data Available 2015

Data Source: These rates are based on data collected by the ministries of Education and Advanced Education.

[1] This is the most recent year for which data is available.

[2] Many jurisdictions track comparable data, enabling the Ministry to evaluate B.C.'s relative performance. This data does not include students who leave B.C. to pursue post-secondary education.

Discussion of Results

The rate of transition to post-secondary programs is a good indicator of how well the K–12 education system is preparing students for future life choices. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life.

Data collected over time shows that the majority of young adults who pursue post-secondary education will make the transition within two years of completing school. The transition rate to post-secondary education declines at a steady and predictable rate after two years.[11]

Ministry Response

Students should be encouraged to discover their individual passions and pursue their interests. A personalized approach to the delivery of educational services enables students to leverage their strengths and pursue developmental opportunities specific to their needs. This may result in students engaging in various post-secondary programs, and include further academic pursuits, skills training, athletics, and the arts. A personalized learning model motivates students by providing flexibility and choice. Through educational experiences like Planning 10, all students

[11] For more information about transition rates, please visit www.aved.gov.bc.ca/student_transitions/documents/stp_fast_facts.pdf

explore a wide range of post-secondary program options that can lead to a variety of career opportunities.

Goal 3: Life-long learning and literacy

The ability to read is a critical skill for individuals to function and thrive in society. Today's many technologies don't replace reading—they put additional demands on an individual's literacy. Lifelong learning helps those in the workforce develop new skills and remain competitive in a global economy.

Literacy is the foundation of lifelong learning. Higher levels of literacy contribute to better social and economic outcomes for individuals and society. Recognizing this, in January 2007 Government launched ReadNow BC, the provincial literacy action plan, to raise awareness and enable coordination of literacy programs and services in communities. In partnership with B.C.'s provincial literacy organization Decoda Literacy Solutions, the Ministry continues to support literacy through the community literacy planning process and initiatives such as the annual Raise-a-Reader campaign.

As a result of this collaborative approach, the profile of literacy in B.C. has increased significantly. For many British Columbians, it is now the key to lifelong learning. Please see ReadNow BC's Final Report for a summary of the provincial literacy action plan.

Boards of education, libraries, communities, and others are working together to ensure that all British Columbians are literate, and to increase access for learners wanting to further their education and upgrade their skills for the 21st century.

Objective 3.1: Guarantee adult learners the basic skills for success

A good education, including strong reading skills, allows individuals to adapt to changes in the world. The Ministry of Education is working, in cooperation with other ministries and organizations, to ensure that adults in the province have the skills they need to succeed.

Strategies

- Offer K–12 education in essential courses, such as Literacy Foundations and Math 11, to all adult students who want to upgrade their skills or who require further study to meet key entry requirements for post-secondary institutions and trades programs.
- Continue to support the Ministry-approved literacy foundations curriculum to better serve all learners with a focus on reading skills. This curriculum can help adults with low levels of literacy transition into post-secondary education or the workforce.
- Continue to support Neighbourhood Learning Centres that function as community hubs, drawing in adults and inspiring them to take advantage of opportunities for life-long learning.

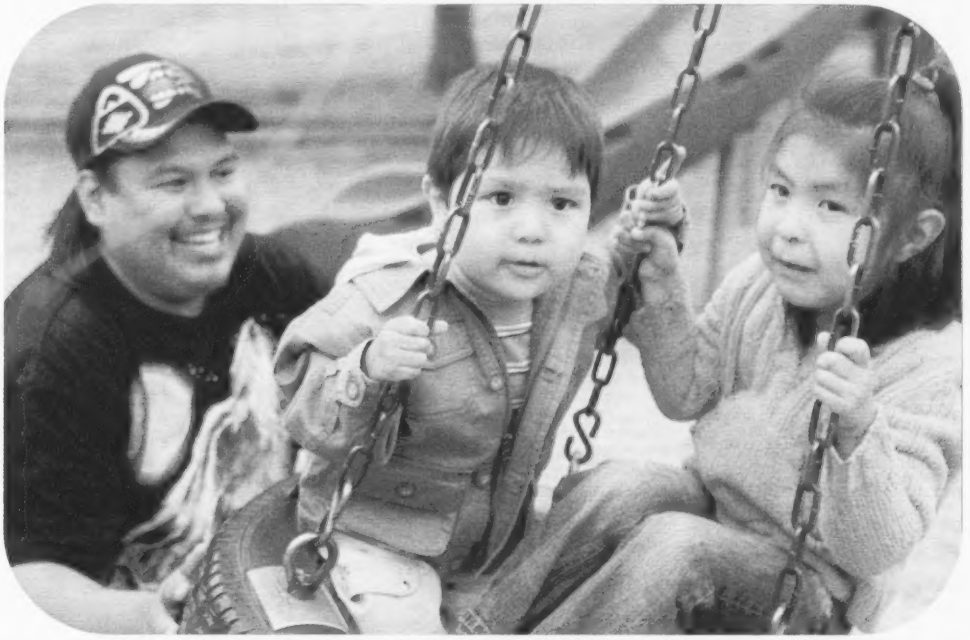
- Improve, through the collaborative efforts of various ministries and stakeholder groups, the literacy skills of British Columbians, including the ability to access and understand information about their health.
- As a part of the Healthy Families BC Schools initiative, working with the Ministry of Health and Directorate of Agencies for School Health (DASH) BC to design a youth engagement strategy which aims to increase students' understanding of health issues.
- The new Healthy Schools BC portal has been developed and serves as an online "one stop" directory of school health programs/resources for health and education stakeholders.
- Action Schools! BC is also updating and expanding its workshops to address a broader range of health topics (e.g. fruit and vegetable consumption, physical activity, screen time, sugar-sweetened beverages).

Ministry Response

The Ministry has focused its Education Guarantee to cover specific courses in the literacy foundations curriculum and academic courses most often taken for upgrading.

Healthy Schools

As a part of the Healthy Families BC Schools initiative, which is based on the Comprehensive School Health approach, the Ministry has worked with the Ministry of Health to create a strategy that will build the capacity of all B.C. schools to effectively implement healthy schools initiatives, including Healthy Living Performance Standards.



Objective 3.2: Increase the focus on reading in communities

The Ministry works with boards of education, community organizations, literacy stakeholders, libraries, post-secondary institutions, Aboriginal groups, businesses, and community members to improve reading skills for B.C. families and communities.

Strategies

- Work to build greater connection and mutual support between public, K–12 and post-secondary library systems.
- Continue to support strong early and family literacy programs through public libraries.
- Ensure District Literacy Plans[12] address all local learners through literacy goals on which boards of education and their communities can collaborate.
- Continue to support the development of Neighbourhood Learning Centres as welcoming places where people of all ages and cultures can access education, health care, recreation, and other services that ultimately help promote the well-being of children, youth, families and the whole community.

[12] For more information about district literacy plans, please visit www.readnowbc.ca/communities/district_literacy_plans.php.

Ministry Response

Schools and Communities

Schools and school districts have been supported in creating Neighbourhood Learning Centres to accommodate a wider range of programs and services for students, parents, families, and the community, both during and outside of school hours, through the completion of extensive consultation with the field and co-creation of website resources.

Public Libraries

British Columbians of all ages can access information, resources, and learning opportunities, both in person and online, via their public libraries across the province. Through established programming, collections, services and open hours that meet community needs, libraries continue to provide an accessible destination for learners of all ages to pursue their individual interests.

Libraries continually expand their virtual presence through eBook lending, access to databases, and online assistance through chat and email. Libraries are available 24/7 – when and where they are needed.

In addition to resources, programming and expertise, public libraries offer a range of services specifically to K-12 students including study space, group study meeting spaces, wireless network access homework help and exam proctoring services.

Public libraries serve their local communities as part of a broader provincial network of libraries supported by federations, shared technological systems, and BC OneCard. Public libraries are collaborating with schools, literacy organizations, community partners and each other to provide seamless access to library service in rural and urban areas across the province.
Libraries are an integral element of British Columbia's "informal" education system, and support the vision set out in the BC Education Plan to the personalized learning transformation by allowing for greater flexibility on when and where lifelong learning takes place, for everyone.

Report on Resources

Core Business Area	Estimated[1]	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Education Programs	5,182,854		5,182,854	5,184,399	1,545
Public Libraries	13,130		13,130	13,990	860
Executive and Support Services	45,893	20,113	66,006	63,601	(2,405)
Statutory Account (Funding for Children's Education Fund Special Account)		47,024	47,024	47,024	0
Transfer from General Account to Children's Education Fund Special Account		(47,024)	(47,024)	(47,024)	0
Statutory Account (Teachers Act)[2]		**2,242**	**2,242**	**2,242**	**0**
Sub-total Operating Expenses	**5,241,877**	**22,355**	**5,264,232**	**5,264,232**	**0**
Adjustment of Prior Year Accruals				(133)	(133)
Total	**5,241,877**	**22,355**	**5,264,232**	**5,264,099**	**(133)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	2,002		2,002	443	(1,559)
Total	**2,002**		**2,002**	**443**	**(1,559)**
Capital Plan ($000)					
Public Schools	449,801		449,801	447,848	(1,953)
Total	**449,801**		**449,801**	**447,848**	**(1,953)**

[1] "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act. The Ministry obtained access to Government contingency for the accrued expense for the Teachers Pension Plan liability arising from the accounting treatment of the December 2008 actuarial evaluation result for the Plan, and specifically results from a downward revision of future forecasted earnings of the Plan. 2011/12 expense is $22.9 million.

[2] Teacher Act Special Account came into effect January 9, 2012. The $2.3 million "Other Authorizations" represents the net assets transferred to the province upon the dissolution of the College of Teachers offset by the net expenses for the remainder of the fiscal year. Actual expenses for the period January 9 – March 31, 2012 were $2.2 million.

Income Statement for Public Schools

School Districts	2011/12 Budget	2011/12 Actual	Variance
Combined Income Statement ($000)[1]			
Total Revenue	5,525,850	5,662,000	136,150
Total Expense	5,512,850	5,501,000	11,850
Operating Results	13,000	161,000	148,000
Gain (Loss) on sale of capital assets (if applicable)		8,000	8,000
Net Results	**13,000**	**169,000**	**156,000**

[1] This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity. The above variance is due to a difference in revenue recognition timing between the sector and the Province and will be largely eliminated upon consolidation.

Annual Service Plan Report Appendices

Appendix A: Ministry Contact Information

General Enquiries
The Ministry of Education provides a single contact point for the public to ask questions relating to the Ministry's activities.

The operating hours for the Ministry's general enquiries line is Monday to Friday, 8:30 am to 4:30 pm, excluding statutory holidays.

General Enquiries Line: 1 888 879-1166

Ministry Mailing Address
PO Box 9179 Stn Prov Govt
Victoria BC V8W 9H1

or visit our website at www.gov.bc.ca/bced

Minister's Office
Honourable George Abbott
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2
Telephone: 250 387-1977
Facsimile: 250 387-3200
Email: minister.educ@gov.bc.ca

Government Communications and Public Engagement
Ministry of Education
PO Box 9150 Stn Prov Govt
Victoria BC V8W 9H1
Telephone: 250 356-5963
Facsimile: 250 356-5945

Public Engagement Website
Everyone is invited to join the conversation on education on the engagement portion of BC's Education Plan website. To read or post comments on various topics, please visit the engagement website at http://engage.bcedplan.ca/.